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Item 6 of the provisional agenda
Implementation of articles 21 and 22 of the Convention

Reports by specialized agencies on the implementation of the Convention in areas falling within the scope of their activities

Report of the United Nations Educational, Scientific and Cultural Organization

Summary

In accordance with article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, the specialized agencies of the United Nations system have been invited to submit to the Committee on the Elimination of Discrimination against Women, at its sixty-fourth session, reports on the implementation of the Convention in areas falling within the scope of their activities. The report of the United Nations Educational, Scientific and Cultural Organization contains information on measures taken to implement the provisions of the Convention in the countries to be considered at the sixty-fourth session, namely, Albania, France, Mali, Myanmar, the Philippines, Trinidad and Tobago, Turkey and Uruguay.

Note: The present document is being issued in English, French and Spanish only.

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I. Introduction

1. At its sixty-fourth session, the Committee on the Elimination of Discrimination against Women will examine the national reports of Albania, France, Mali, Myanmar, the Philippines, Trinidad and Tobago, Turkey and Uruguay.

2. As a specialized agency of the United Nations system, the United Nations Educational, Scientific and Cultural Organization (UNESCO) contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, and communication and information. In accordance with the UNESCO medium-term strategy for 2014-2021, gender equality is a global priority of the Organization. It is pursued through a two-pronged approach: (a) gender-specific programming and (b) mainstreaming of gender equality perspectives into all the fields of competence of UNESCO.

3. UNESCO has a major role and responsibility within the United Nations system for the implementation of the Convention on the Elimination of All Forms of Discrimination against Women. Article 10 of the Convention provides that States parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education. The right to education is at the very heart of the UNESCO mission and represents an integral part of its constitutional mandate.

4. Efforts by UNESCO to promote women's empowerment, women's rights and gender equality are guided by its medium-term strategy for 2014-2021, its organization-wide gender equality action plan for 2014-2021 which supports and guides the implementation of its global "priority gender equality", the Convention, the Beijing Platform for Action and the UNESCO biennial and quadrennial programme and budget documents, as well as resolutions and international and regional instruments relevant to its areas of action.

5. The UNESCO commitment to pursuing the priority of gender equality is facilitated by the Division for Gender Equality in the Office of the Director General. As the UNESCO focal point for gender equality, the Division provides policy guidance and recommendations to senior management and programme sectors for mainstreaming gender equality considerations in UNESCO policies, strategies and programmes; carries out capacity-building; monitors gender parity and work-life balance within the secretariat and develops and establishes partnerships with other United Nations bodies, regional bodies, intergovernmental organizations, non-governmental organizations, private foundations and private sector partners that support women's empowerment and gender equality initiatives.

II. Measures taken to implement the provisions of the Convention in the countries to be considered at the sixty-fourth session

Albania

6. Albania has been a party to the UNESCO Convention against Discrimination in Education (1960) since 21 November 1963. The country did not report to the

seventh consultation of member States on the implementation of the Convention or the UNESCO recommendation against discrimination in education.

7. Under article 18 of the Constitution, all are equal before the law. No one may be unjustly discriminated against for reasons such as gender, race, religion, ethnicity, language, political, religious or philosophical beliefs, economic condition, education, social status or ancestry. No one may be discriminated against for the reasons mentioned in paragraph 2 of article 18 if reasonable and objective legal grounds do not exist.

8. Under article 57 of the Constitution, everyone has the right to education.

9. Article 24 of the Law on Gender Equality in Society No. 9970 of 24 July 2008 provides that gender-based discrimination by/in public and private educational institutions at all levels shall be prohibited. Article 25 stipulates that textbooks, programmes and other educational materials at all educational levels shall help in promoting and building an equality mentality and in preventing gender discrimination, negative stereotypes, prejudices or any other practices violating the principles of gender equality.

10. In Albania, the Government and the parliament determine the educational policy. The Ministry of Education and Science and municipal or local authorities ensure that certain requirements in the field of education are met. Compulsory education lasts nine years, from 6 to 14 years of age. For primary to post-secondary education, the academic year begins in September and ends in June.

11. UNESCO gender-related activities in Albania are focused on enhancing the role and contributions of women in science and in the media. As part of a project on gender and science, two Albanian women scientists, members of the Albanian Women in Science Network, participated in the Istanbul Summit on Women's Perspectives on UN Post-2015 Development Agenda, held in Istanbul, Turkey on 31 May and 1 June 2014. Also as part of the project, the Albanian Women in Science Network met in Tirana on 24 June 2014. Briefings on the recommendations and a general overview of the Summit were provided. As part of a project on gender and media, the major Albanian media institutions have been involved in the application of UNESCO gender-sensitive indicators for the media and participated in a UNESCO workshop, held in Vienna on 25 and 26 November 2014.

12. Under a project to follow up on gender activities in Albania, two activities have been implemented. First, as part of a project on gender and science, support is provided to the Albanian Women in Science Network to help to build its capacity and sustainability. A dedicated website has been created for the Network that will help to promote its mission and activities. To exploit the Network members' scientific expertise, a mentoring or shadowing initiative for young people (both women and men from 18 to 25 years of age) has been created that could lead to potential job or career opportunities. This would entail the development of a national travel grant scheme (lasting one to three months) or a cost-of-living allowance for young people interested in science-related internships. Second, as part of a project on gender and media, activities have been developed to facilitate the engagement of young people in expanding their understanding of the gender dimension in areas of science, and the media will serve to reinforce future public opinion and underline the principles of the United Nations and its various gender-related conventions. Building upon the results achieved in 2015, the UNESCO

gender-sensitive indicators for the media have been translated into Albanian and are ready for distribution and further promotion. The dissemination of the UNESCO indicators has been monitored in collaboration with Albanian universities (i.e. journalism faculties) as the first stage in institutionalizing the indicators into the teaching curricula.

13. The overall objective of a project on strengthening the representation and portrayal of women in the Albanian media is to build the capacity of the Albanian media to produce quality gender-balanced and gender-sensitive content. The specific objectives of the project are to analyse the main problems and trends in the portrayal of women in the Albanian media, making use of gender-sensitive indicators for the media, and to provide the skills and knowledge to 80 journalists and 20 women representatives of non-governmental organizations for them to work together to improve gender awareness and the fair portrayal of women in the media. The target groups of the project are journalists (women and men) and representatives of women's non-governmental organizations. Representative of government structures dealing with women and working towards gender equality are also part of the project target. Lastly, the general public, especially women, will be the final beneficiaries, through improvement of the coverage of women in the media.

France

14. France has been a party to the UNESCO Convention against Discrimination in Education since 11 September 1961. The country reported to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education on 26 February 2007.

15. In its report, France mentioned a range of recent legal and institutional measures aimed at countering racism, anti-Semitism and xenophobia in schools and educational institutions, and presented specific examples of promising initiatives in those areas undertaken by local educational authorities and voluntary associations. France also reported several examples of initiatives undertaken by major employers to reach out to young people from socially disadvantaged backgrounds.

16. In France, which is constitutionally a secular State, religious education is not on the State school curriculum and conspicuous displays by pupils of religious affiliation in their dress and by other symbols have been banned (law of 15 March 2004). Nevertheless, France has a large number of private schools with a religious character that receive public funds under contract with the State, on much the same basis as the State schools, on condition that they adhere to the same standards of education that apply to State schools, as required by article 2 of the Convention against Discrimination in Education and of the recommendation thereon.

17. In France, newly arrived immigrant children are registered in regular school classes by age, but are brought together for a certain time each day, depending on their needs, in a special class for instruction in French. Specially trained teachers are assigned to these classes.

18. France noted that the question of "educational success" was a basic unresolved problem for policymakers with regard to how to define it, especially in view of the tendency for society to emphasize academic performance. The difficulty, France

suggested, was to some extent inherent in the education system, which, while ostensibly treating all pupils as equal, nevertheless functioned as a selection mechanism that tended to favour academic achievements over other competencies, thereby pushing to one side the "unsuccessful", who were often from socially deprived backgrounds.

19. The French school system was founded on general principles that were inspired by the 1789 revolution, and have been added to and taken shape with a set of legislative texts from the nineteenth century to the present day. The preamble of 27 October 1946 to the Constitution sets out that the nation guarantees equal access for children and adults to education, vocational training and culture. The French education system provides compulsory schooling free of charge for children from 6 to 16 years of age and a right to education, starting at 3 years of age. With its aim to serve the public, the system adapts to new educational methods, modern technology and users' expectations, and improves its management by decentralizing power. It is also extremely diverse. In France, compulsory education lasts 11 years, from 6 to 16 years of age. However, with a prior declaration, families may home-school their children. For primary to post-secondary education, the academic year begins in September and ends in June.

20. All educational programmes in France are regulated by the Ministry of National Education. The teachers in public primary and secondary schools are all State civil servants. Professors and researchers in universities are also employed by the State.

Mali

21. Mali has been a party to the UNESCO Convention against Discrimination in Education since 7 December 2007. The country also reported to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education on 5 September 2006.

22. In its report, Mali stated that the Cabinet had decided in December 2005 to accede to the Convention, but that the parliament had not yet ratified it. Mali highlighted in its report action and steps taken towards creating greater awareness and activities developed and/or supported by the Mali National Commission for UNESCO for promoting non-discrimination and equality of educational opportunities.

23. Under article 2 of the Constitution, all Malians are born and live free and equal in their rights and duties. Any discrimination based on social origin, colour, language, race, sex, religion or political opinion is prohibited.

24. Under article 18, every citizen has a right to education. In Mali, compulsory education lasts nine years, from 6 to 15 years of age. For primary to post-secondary education, the academic year begins in October and ends in June. The Ministry of Education is responsible for governing the whole system and implementing the policy of the Government. Instruction is given in French.

25. A programme on empowering adolescent girls and young women through education was launched in 2015 by UNESCO, the United Nations Entity for Gender Equality and the Empowerment of Women, the United Nations Population Fund and the World Bank. The programme targets 20 countries, including Mali. The four main

areas of focus are improving the quality and relevance of education; raising awareness at all levels to create a favourable environment for gender equality; strengthening links between the health and education sectors; and improving the database of statistics on gender and education.

26. A project on fighting extreme poverty in Mali by focusing on policies affecting young women and men is focused on the implementation in the national context of the Operational Strategy on Youth for UNESCO (2014-2021). It is aimed at supporting the Ministry of Youth and Sports in drawing up a national youth policy. In the light of the political and economic crisis in the country, there is a need to develop a new vision of the role of young people in national development plans. The objectives of the project are: to promote participation in the sustainable development of Mali; to ensure a quality education; to promote sociocultural development; to accelerate economic promotion; and to improve their conditions of life.

27. The overall goal of a project to revise the module for teacher training on sexuality education is to build the capacities of teachers in the area of sexuality education through their involvement in the revision of the module with a view to enhancing their knowledge and skills relating to sexually transmissible diseases and HIV/AIDS and their integration into sexuality education.

28. The overall goal of a project to support children and young mothers who were the victims of violence during the occupation of Northern Mali by armed groups is to build the capacities of the victims of sexual violence for resilience and recovery by organizing cultural, sport and artistic activities, as well as through enhancing the capacities of educators and associations assisting those young mothers and children.

Myanmar

29. Myanmar is not a party to the UNESCO Convention against Discrimination in Education. The country did not report to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

30. According to article 21 (a) of the Constitution, every citizen shall enjoy the right of equality, the right of liberty and the right of justice, as prescribed in the Constitution. Under article 350, women shall be entitled to the same rights and salaries as received by men in respect of similar work. Under article 348, the Union shall not discriminate against any citizen of Myanmar on the basis of race, birth, religion, official position, status, culture, sex or wealth. According to article 352, the Union shall, upon specified qualifications being fulfilled, in appointing or assigning duties to civil service personnel, not discriminate for or against any citizen of Myanmar on the basis of race, birth, religion or sex. However, nothing in that section of the Constitution shall prevent the appointment of men to positions that are suitable for men only. Article 368 provides that the Union shall honour and assist citizens who are outstanding in education, irrespective of race, religion or sex, according to their qualifications.

31. In Myanmar, compulsory education lasts five years, from 5 to 9 years of age. For primary to post-secondary education, the academic year begins in June and ends in March. The education system is operated by the Ministry of Education. Lower

secondary and upper secondary schools are under the Department of Basic Education. Universities and professional institutes are run by departments of higher learning. The education system is based on the British system, owing to nearly a century of British presence in Myanmar. Nearly all schools are government-operated, but recently there has been an increase in privately funded schools, which specialize in English.

32. A UNESCO project on gender-sensitive, flexible and alternative learning programmes in the Lao People's Democratic Republic and Myanmar is aimed at developing gender-sensitive flexible learning programmes and especially encourages the enrolment of girls, youth and women to complete basic education. One of the project activities is the guidebook development workshop, structured around learner-centred pedagogies; measurement and assessment of learning outcomes; supervision and monitoring of teaching and learning; accreditation and credit transfer; and development and implementation of a school-based curriculum. Another is pilot testing of textbooks, whose results revealed several insights such as that the education management information system has to be enhanced in order to better monitor the number of dropouts at middle school level and that teacher quality must be flagged as a priority area.

33. A UNESCO project on empowering women and girls through mobile technology in Myanmar offers the opportunity for communities, schools and girls in very resource-poor settings in Myanmar, with high concentrations of marginalized girls, to leapfrog to a twenty-first-century education. The vision is built on the proposition that enabling schools with Internet access via mobile networks, providing safe and easy-to-use information and communications technology solutions and implementing comprehensive teacher training programmes will lead to increased opportunities to improve learning outcomes. Under the project, there are three programmes, namely, a teacher professional development programme, an English language programme, and a life skills programme.

34. A project on gender-sensitive, flexible and alternative learning programmes in the Lao People's Democratic Republic and Myanmar is aimed at developing gender-sensitive flexible learning programmes to encourage the enrolment of girls, youth and women to complete basic education. The project has a significant impact on the achievement of the Education for All goals set forth in the Dakar Framework for Action. In particular, it is aimed at contributing to ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes; achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and eliminating gender disparities in primary and secondary education.

Philippines

35. The Philippines has been a party to the UNESCO Convention against Discrimination in Education since 19 November 1964. The country did not report to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

36. According to article II, section 14, of the Constitution, the State recognizes the role of women in nation-building, and ensures the fundamental equality before the

law of women and men. Article XIII, section 1, of the Constitution provides that Congress shall give highest priority to the enactment of measures that protect and enhance the right of all the people to human dignity, reduce social, economic, and political inequalities and remove cultural inequities by equitably diffusing wealth and political power for the common good. It provides that the State shall protect working women by providing safe and healthful working conditions, taking into account their maternal functions, and such facilities and opportunities that will enhance their welfare and enable them to realize their full potential in the service of the nation.

37. Under article XIV, section 1, it is stipulated that the State shall protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make such education accessible to all. In the Philippines, compulsory education lasts 13 years, from 5 to 17 years of age. For primary to post-secondary education, the academic year begins in June and ends in March. Education is patterned after the United States of America system, with English as the main medium of instruction. The administration and supervision of the school system is the responsibility of the Department of Education, which has an office in each of the 13 regions of the country. The Department is organized into two main components. The Central Office maintains the administration of basic education at the national level, while field offices are tasked with coordinating regional and local administration of the Department's mandate.

38. A project on comprehensive sexuality education addressing HIV, drugs and sexual risk behaviours for young people in closed settings or out of school in Indonesia and the Philippines is a joint UNESCO-Joint United Nations Programme on HIV/AIDS Unified Budget, Results and Accountability Framework project. It is aimed at adapting international guidelines on sexuality education as a priority in the implementation on HIV preventive education in a local context, and develops supplemental manuals for facilitators to deliver training on comprehensive sexuality education to youth out of school and youth in closed settings.

Trinidad and Tobago

39. Trinidad and Tobago is not a party to the UNESCO Convention against Discrimination in Education. The country did not report to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

40. Under article 4 of the Constitution, in Trinidad and Tobago there have existed and will continue to exist, without discrimination by reason of race, origin, colour, religion or sex, the fundamental human rights and freedoms, including the right of the individual to equality before the law and the protection of the law, the right of the individual to equality of treatment from any public authority in the exercise of any functions.

41. In Trinidad and Tobago, compulsory education lasts six years, from 6 to 11 years of age. For primary to post-secondary education, the academic year begins in September and ends in July. The education system in Trinidad and Tobago mirrors the British education system. The Cabinet determines policies and strategic investments. The Ministry of Education indirectly manages public primary and secondary schools. Denominational and government-assisted schools are generally

managed by special school boards, but are overseen by the Ministry. Post-secondary and tertiary education institutions are overseen separately.

42. A UNESCO project on exploring the gender disparity in the identification and support of students with special education needs is aimed at helping teacher educators and teachers to become more confident and skilful in developing their own practice, by encouraging them to use the resources of others around them, including their pupils, which should stimulate their reflections upon difficulties that arise in their classrooms.

Turkey

43. Turkey is not a party to the UNESCO Convention against Discrimination in Education. The country reported to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education on 26 December 2006. In its report it is mentioned, inter alia, that technical and vocational education has been regarded as a part of the national education system as structured in the Basic Law on National Education.

44. Under article 10 of the Constitution, everyone is equal before the law without distinction as to language, race, colour, sex, political opinion, philosophical belief, religion and sect, or any such grounds. Men and women have equal rights. The State has the obligation to ensure that this equality exists in practice. Measures taken for this purpose shall not be interpreted as contrary to the principle of equality. Under article 41, the family is the foundation of Turkish society and based on equality between the spouses.

45. According to article 42, primary education is compulsory for all citizens of both sexes and is free of charge in State schools. In Turkey, compulsory education lasts 12 years, from 6 to 17 years of age. For primary to post-secondary education, the academic year begins in September and ends in June. Except in specially licensed and foreign institutions, Turkish must be taught as the mother tongue. Turkey has a highly centralized governance structure whereby education policy is steered by the Ministry of National Education and, at the tertiary level, by the Council of Higher Education. Education is publicly funded, but schools can receive contributions from parents through their school-parent associations.

Uruguay

46. Uruguay has been a party to the UNESCO Convention against Discrimination in Education since 3 May 2004. The country did not report to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

47. According to article 8 of the Constitution, all persons are equal before the law, no other distinctions being recognized among them save those of talent and virtue.

48. In Uruguay, compulsory education lasts 14 years, from 4 to 17 years of age. The Uruguayan education system has historically operated with a high level of functional and territorial centralization. In addition, the system is of a different institutional design than international standards. An independent institution, the National Public Education Administration, and not the Ministry of Education and

Culture, is responsible for formulating, implementing and managing educational policies in compulsory education. The responsibilities of the Ministry are limited to regulating private education in pre-primary and tertiary levels, establishing general guidelines, disseminating statistical information and organizing the education system.

49. A three-year UNESCO project, "Uruguay unites to end violence against women, girls and adolescents", is aimed at enhancing the quality of public policies, with an impact on the effectiveness of their enforcement. The project has succeeded in supporting journalists throughout Uruguay to acquire the skills needed to improve the coverage of gender-based violence. The tools produced by the project are available to Uruguayan journalists and continue to be used.

Annex

Educational statistics for countries reporting to the Committee on the Elimination of Discrimination against Women at its sixty-fourth session: gross enrolment ratios of women and men and gender parity index

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, primary, gender parity index	Gross enrolment ratio, secondary		Gross enrolment ratio, secondary, gender parity index	Gross enrolment ratio, tertiary		Gross enrolment ratio, tertiary, gender parity index
		Female	Male		Female	Male		Female	Male	
Albania	2009	96.20	98.76	0.97	86.38	84.51	1.02	39.20	28.02	1.40
	2010	97.70	100.24	0.97	87.97	88.82	0.99	52.38	37.50	1.40
	2011	100.27	103.25	0.97	89.30	92.29	0.97	58.73	41.68	1.41
	2012	103.17	106.27	0.97	90.56	94.78	0.96	68.86	49.36	1.40
	2013	106.15	109.29	0.97	92.84	98.64	0.94	73.37	52.71	1.39
	2014	111.17	113.70	0.98	92.61	100.03	0.93	73.83	52.43	1.41
	2015	–	–	–	–	–	–	–	–	–
France	2009	108.42	109.70	0.99	111.22	111.14	1.00	61.73	48.38	1.28
	2010	107.61	108.88	0.99	111.66	111.00	1.01	63.94	50.55	1.26
	2011	107.53	107.90	1.00	111.47	110.99	1.00	64.84	51.46	1.26
	2012	106.19	106.26	1.00	111.74	111.60	1.00	66.83	53.36	1.25
	2013	105.36	105.91	0.99	111.34	110.56	1.01	68.69	55.77	1.23
	2014	–	–	–	–	–	–	–	–	–
	2015	–	–	–	–	–	–	–	–	–
Mali	2009	75.66	88.43	0.86	28.92	43.15	0.67	3.47	8.14	0.43
	2010	77.07	88.75	0.87	31.88	45.36	0.70	3.56	8.41	0.42
	2011	78.55	89.15	0.88	33.78	47.28	0.71	4.03	8.55	0.47
	2012	75.84	85.66	0.89	–	–	–	4.07	9.55	0.43
	2013	–	–	–	36.60	45.78	0.80	–	–	–
	2014	72.98	81.23	0.90	37.37	49.39	0.76	–	–	–
	2015	–	–	–	–	–	–	–	–	–
Myanmar	2009	96.28	97.80	0.98	48.35	47.58	1.02	–	–	–
	2010	96.32	97.12	0.99	49.32	46.97	1.05	–	–	–
	2011	–	–	–	–	–	–	16.25	12.09	1.34
	2012	–	–	–	–	–	–	14.91	12.14	1.23

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, primary, gender parity index	Gross enrolment ratio, secondary		Gross enrolment ratio, secondary, gender parity index	Gross enrolment ratio, tertiary		Gross enrolment ratio, tertiary, gender parity index
		Female	Male		Female	Male		Female	Male	
	2013	–	–	–	–	–	–	–	–	–
	2014	98.29	101.01	0.97	51.95	50.65	1.03	–	–	–
	2015	–	–	–	–	–	–	–	–	–
Philippines	2009	108.64	109.09	1.00	87.63	81.02	1.08	31.82	25.71	1.24
	2010	–	–	–	–	–	–	33.14	26.49	1.25
	2011	–	–	–	–	–	–	34.25	27.69	1.24
	2012	–	–	–	–	–	–	34.55	28.16	1.23
	2013	116.86	116.78	1.00	92.68	84.39	1.10	37.56	29.81	1.26
	2014	–	–	–	–	–	–	40.27	31.42	1.28
	2015	–	–	–	–	–	–	–	–	–
Trinidad and Tobago	2009[a]	104.50[a]	108.51[a]	0.96	–	–	–	–	–	–
	2010	104.31	107.96	0.97	–	–	–	–	–	–
	2011	–	–	–	–	–	–	–	–	–
	2012	–	–	–	–	–	–	–	–	–
	2013	–	–	–	–	–	–	–	–	–
	2014	–	–	–	–	–	–	–	–	–
	2015	–	–	–	–	–	–	–	–	–
Turkey	2009	99.42	101.36	0.98	76.14	83.52	0.91	40.64	51.69	0.79
	2010	100.81	102.26	0.99	80.46	87.84	0.92	50.20	61.69	0.81
	2011	100.72	101.71	0.99	84.47	92.02	0.92	55.42	65.92	0.84
	2012	97.88	99.31	0.99	82.81	87.32	0.95	63.70	74.78	0.85
	2013	106.51	107.20	0.99	112.74	116.44	0.97	72.90	84.91	0.86
	2014	–	–	–	–	–	–	–	–	–
	2015	–	–	–	–	–	–	–	–	–
Uruguay	2009	111.36	115.30	0.97	95.80	84.56	1.13	80.61	46.44	1.74
	2010	110.19	113.88	0.97	96.20	84.61	1.14	80.32	46.53	1.73
	2011	–	–	–	–	–	–	–	–	–
	2012	–	–	–	–	–	–	–	–	–
	2013	–	–	–	–	–	–	–	–	–

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, primary, gender parity index	Gross enrolment ratio, secondary		Gross enrolment ratio, secondary, gender parity index	Gross enrolment ratio, tertiary		Gross enrolment ratio, tertiary, gender parity index
		Female	Male		Female	Male		Female	Male	
	2014	–	–	–	–	–	–	–	–	–
	2015	–	–	–	–	–	–	–	–	–

Note: A dash indicates data not available.

[a] Based on national estimates.